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Notes and News

Mrs. Martell Elliott Davis, formerly of the staff of the University of Washington, has taken charge of the Modern Language Department of the Ohio Northern University at Ada, Ohio. She is interested in building up the work there in French, German, and Spanish and hopes to develop enough interest to bring about the formation of advanced classes in these subjects.

Mr. Ernest James Hall, one of the two newly elected Associate Editors of the Journal is a Harvard graduate of 1907. For two years he taught in the Philippine Islands, and after his return to the States, held positions in the Brockton High School and in the Boston High School of Commerce, his principal interest in each institution being in Spanish. In 1919 he accepted a call to Sheffield Scientific School in the Spanish Department. During the war he won a First Lieutenant's Commission, and later a Captaincy.

Mr. B. Q. Morgan, the second new member of the board, has been for a number of years on the faculty of the University of Wisconsin. He is the author of a German grammar, has been the JOURNAL's correspondent for two years, and is generally well known in the modern language world.

WHY WE PROTEST!

We wonder how prevalent are the conditions indicated in the following statement by an interested and intelligent modern language teacher:

"The Direct Method could not be used here for these reasons:

1. The Principal believes we should aim at a reading knowledge primarily.
2. The head of a department has not sufficient supervisory powers to inaugurate a system and to require it to be carried out.
3. The teachers are not hired as specialists in any line. They must be able to teach a number of subjects. Result, a Latin teacher may be drafted to "fill in" in French, or a science teacher to "take" a class in German on the side. Both these situations we have this term.
4. The rest of the Modern Language teachers (except Spanish) lack professional training to carry out the Direct Method in its completeness.
5. We give only a three year course (one two year) in modern language. This must prepare for college.

6. Our colleges have been calling, in their examinations, for much that pertains to the old translation and grammar method.

7. Our beginners' classes number from thirty to forty; the advanced classes from twenty-five to thirty. Every teacher has from five to six classes between nine and one o'clock."

It is a safe guess that these conditions prevail in three out of four high schools in the States. Those indicated under three, four, and seven above are most to be regretted. We often rail at the public for holding with Shaw's ironical *boutade*, "Men who can do things, do them; those who can not, teach others," but when professional educators are so often convicted by implication of accepting the same doctrine, what can we expect of the layman? It is probably true that the amateur in no secondary school branch is as hopelessly out of place as in the modern languages, and nowhere does the science or mathematics teacher, who is called on to "fill in," do as much harm. So prevalent among school authorities is this heresy that we know of one very important city school system where one may get into the system by passing an examination in one subject, say history, and be put to teaching another, say Spanish. It is true that the ambitious and conscientious teacher who finds himself in this predicament will often make most vigorous efforts to get some suitable training. But there is no guarantee of this, and when the shift is only temporary, can he be expected to spend time and money in training for a job which is imposed on him? It may not be vital for the cause of modern language teacher that every school in the country adopt the Direct Method. It surely is vital that all who teach these subjects should have something more than accidental preparation, that they have professional interest in making their work successful, and that their schedule be not so overloaded by the size of classes and by the number of daily recitations that they have no time or energy for oral and written practice. It is easy to agree with the view that the modern language teacher's chief task is to develop the ability and the desire to read material of intrinsic value in the foreign tongue. It is very difficult, on the other hand, to conceive of this being attained effectively without a much greater amount of oral and written exercise than can well be got in schools where the conditions outlined above exist. What modern language teachers must do is to insist upon these facts, not only among themselves, but in faculty meetings, in conferences with school authorities. It is possible to conceive of a united effort being made by the modern language group in a given school or school system to arrive at the modification of these conditions. School authorities are not utterly deaf to argument and remonstrance. Let us educate them in order to alleviate our own handicaps and raise the teaching level in our subjects everywhere.

NEBRASKA NOTES

Very interesting accounts of sojourns abroad have been brought back to us this fall by Prof. Joseph Alexis of the Spanish Department of the University of Nebraska, who has just returned from several months of European travel, and by Miss Katherine Brenke, one of our American *boursières* in France.

Prof. Alexis went abroad in March, and after spending some time in Paris and on the battle fields of France, entered Spain, where for months he enjoyed the proverbial courtesy and genial hospitality of the Spanish people as he traveled over their country, visiting, among other places, beautiful San Sebastian on the sea, Burgos and Valladolid, following the course of the old Roman aqueduct at Segovia, enjoying the winding streets of Toledo, the medieval walls and towers of Avila, the charming *patios* of Cordova, the typical Spanish customs of Seville, the wonderful cathedrals of Burgos, Toledo, Cordova and Seville, the Alhambra and Generalife of Granada, and Sagunto, famous because of its valiant resistance against Hannibal, and Salamanca, the home of so many famous scholars of the middle ages. Prof. Alexis spent several months in study at the University of Madrid, and later made a side trip into Portugal where he found the University of Coimbra in the throes of a students' strike, a thing not uncommon in Portugal, and Lisbon in the midst of political revolt.

Miss Brenke cites the following interesting incidents in her experience as a *boursière*: The meeting at New York of the twenty American girls who were ready to sail for France with fifty French girls who were arriving in America, which event was celebrated by a big banquet and other social affairs; then a delightful passage, a week in Paris, and the months of study at the girls' Lycée in Beauvais, thirty-five miles north of Paris. The American *boursières* were given more liberty than the one hundred and ten French girls at the Lycée, who are under the strictest kind of supervision, even in their recreations, and this freedom and the kindness of the French people, who made every effort to make the Americans feel at home, resulted in a most delightful year. During the Christmas vacation some University professors and others connected with educational work in Paris gave teas and soirées for the American *boursières*, who thus had a chance to meet, among others, many professors and students of the Sorbonne.

A trip to the Alps and Italy during Easter vacation, the celebration of July 14th in Paris after the school year had closed, then England and home, and this happy year of our American *boursière* had ended.

A. M. S.

MAINE NOTES

Dr. Charles H. Livingston, Ph.D. Harvard, has been appointed Professor of Romance Languages in Bowdoin College. He was at

one time on the faculty of Haverford, but spent the past year in study abroad.

Many of the smaller High Schools thruout the country because of limited teaching facilities have been deterred from attempting to offer more than a single modern language. A simple expedient to offer two languages without additional expense is being tried in the High School of Sterling, Kansas, according to the *Weekly Bulletin* of that city. Spanish will be offered there for the first time. It is the plan to have two year courses in both French and Spanish, alternating the beginning classes. The modern language this year will be first year Spanish and second year French; next year there will be second year Spanish and first year French. Thus a student, if he so desires, can get two years' training in both languages.

The *Círculo Español* is a recent addition to the organizations of the University of Maine. It was established by the members of the Senior class, whose major subject is Spanish, with the cooperation of the teaching force of the department. Other students interested in Spanish have been elected to membership, and are being initiated from time to time according to a ritual prepared by Professor Peterson. During his initiation the new member is conducted into the presence of various representatives of the greatness of Spain as exemplified in literature and history, and receives from them various counsels and admonitions to guide him in his relations to the society. Regular meetings with varied programs of a literary character are held every three weeks, and are proving to be both enjoyable and profitable to the members. The President, Mr. David Gross, is a student with remarkable abilities as a linguist. He has had considerable experience in the use of the Spanish language both in Spain and in South America, and is enthusiastic for its study.

R. M. P.

WISCONSIN NOTES

Prof. Chas. Cestre, who holds the chair of American Civilization and Literature at the Sorbonne, is to be at the University of Wisconsin for the second semester of 1921-22. He will offer two courses in the Department of Romance Languages, "Explication d'Auteurs" (A. Chénier, Lamartine, A. de Vigny, V. Hugo), and "La Contribution de la France à l'idéal humain," and probably one course in Comparative Literature dealing with The Influence of France upon the English Lake Poets.

Among the changes in personnel in the Department which may be of interest are the following:

Mr. Leopold Cardon has accepted the directorship of French in the High Schools of Dayton, Ohio.

Mr. R. O. Hoffman has been appointed Associate Professor in the State University of Montana.

Mr. Luther Pflueger is now in the Department of Romance Languages of Grove City College, Pennsylvania, replacing Professor Jos. S. Galland, who has been named Associate Professor at Syracuse University.

Mr. Luis Tirapegui, formerly of the University of Pennsylvania, and Miss Elise Dexter, formerly at the University of Montana, have been appointed instructors in Spanish at the University of Wisconsin, and Miss Chloe E. Tilden, who was last year at San Marcos, Texas, and Miss Jeanne Palisse, coming from Toledo, Ohio, have been appointed instructors in French.

The French scholars are Mlle Marguerite Pons and Mlle Marie Louise Bonnet. Mlle Irma de Jans, docteur en philosophie et lettres of the University of Brussels, is a graduate student in the English Department and Assistant in French.

Professor Joaquin Ortega has returned to the University of Wisconsin, after a year's leave of absence in which he served as director of the Spanish Bureau of the Institute of International Education, and was on the faculty of Bryn Mawr. He retains the directorship of the Bureau.

About 70 persons attended the meeting of the Modern Language Section of the Wisconsin State Teachers Association at Milwaukee, November 3, 1921. Miss Laura B. Johnson of the University High School at Madison presided, and added not a little to the vigor and helpfulness of the meeting.

In speaking upon "The Message of Dante to the Twentieth Century," Professor Alfonso de Salvio, of Northwestern University, pointed out that whereas the great public figures of Dante's day, lords and princes and captains of industry, are now no more than a name to us, if so much, the poor exiled poet Dante, by virtue of his spiritual legacy to the world, is as vital as he was six hundred years ago. His message Mr. de Salvio viewed under three aspects, political, educational, and spiritual, showing that Dante had advocated the separation of church and state, sung the praises of international peace, and eloquently espoused the cause of human liberty; and that even for his own day he warned men against the over-stressing of the practical, as also the appeal to self-interest in education. His most striking message, of course, is on the spiritual side, where he sees clearly that sin is its own punishment, and that expiation must come not through some sudden cleansing, but by the earnest, conscious, regenerative effort of the individual soul.

Miss Harriet Hawley of the Superior High School gave an informal talk on her experience with correspondence between her pupils and those in some French secondary school. The most notable feature to the reporter was the almost pathetic eagerness of the French boys and girls, some of whose letters were read, the caressing affection with which they appealed for more letters and

appreciated those they had already received. Miss Hawley is in no sort of doubt as to the benefit which her pupils derive from the interchange. Almost more important seems the influence of such international undertakings on the traditional insularity of the American people: the concept "France" can never be to those young Americans the bloodless abstraction that a "foreign country" only too commonly connotes.

Professor Joaquin Ortega of the University of Wisconsin discussed "Linking First Year Spanish with the Humanities," but his constructive suggestions could be applied with very little change to almost any other modern foreign language. The speaker deplored the emphasis that has been placed upon Spanish as a "commercial" language, and recommended various devices by which Spanish life and culture could be wrought into the background of the pure language work. Desiderata are an especial equipment on the part of the teacher, and a new cultural reader which should offer suitable material for classroom use. However, much can be done by means of maps, photographs, postcards, illustrated books, and even objects. Mr. Ortega suggested a series of weekly compositions on Spanish topics of cultural character; a series of brief but carefully prepared talks by the teacher in Spanish, bearing on Spanish life, literature, art, etc.; the assignment of a good book in English about Spain, a club where preferably cultural matters should be treated, not only by advanced students, but even by first year students, in the way of definite assignments; exchange of correspondence with Spanish students; and, in order to stimulate student interest in Spain and Spanish affairs, the issuance of a selected bibliography of good English translation from the Spanish, and English books on Spanish subjects, together with the quoted opinions of leading American and English writers on various aspects of Spanish life and thought.

B. Q. M.

EXPERIMENTS IN LEARNING LATIN

We learn that the American Classical League is embarking upon a series of experimental tests of Latin Teaching in connection with the results on the pupils' English. The investigators, Mason D. Gray of the East High School, Rochester, N. Y., and W. L. Carr of Oberlin College, are planning to seek answers to the following questions with a view to discovering the true aim in the present day teaching of Latin: For what proportion of the pupils is the aim legitimate? Are the objects desired actually being accomplished? If so, accidentally and aside from their study of latin or by design? If the objects desired are not being accomplished, is the aim realizable to any measurable extent? In other words, this is an attempt at an objective appraisal of the aims and

values in the study of Latin as it is or as it should be taught, in line with the similar investigations in other subjects. Teachers of Modern Languages, who are aware of the fact that the value of almost every subject in the school curriculum is being re-examined by the upholders of the more recent educational doctrines, will watch this investigation with a great deal of interest. It might be perhaps more to the point if we were able to stage a similar inquiry. In fact, as readers of the October JOURNAL will recall, the possibility of such an investigation is now being considered. To the observer of such matters the great difficulty seems to lie in finding investigators who are at the same time experienced in language teaching, in experimental psychology, and in the very complicated process of estimating the value of the yields from a given set of experiments or measurements.

It seems apparent that in a given school or school system, much may be done by the adoption of similar types of examinations intended to test knowledge in certain specific directions. Such uniform tests must, of course, be graded in a uniform manner, and the results should not fail to show which way the danger lies. The observer, however, so far from being hostile to such an investigation as the one mentioned above, hopes that it will yield something of positive value, profitable not only to teachers of Latin but to teachers of languages in general.

WESTERN PENNSYLVANIA

The October meeting of the Pittsburgh (Pa.) Modern Language Association took place on Saturday, October 29th.

Dr. J. F. L. Raschen is now the head of the newly organized department of Modern Languages in the University of Pittsburgh, in which are combined the former German and Romance Departments.

Dr. Walter Wabequable, who recently received a Ph.D. from the University of Wisconsin, has joined the Department of Modern Languages.

Among Pittsburgh teachers to attend courses during the summer were Miss B. L. Henry of the University, at the Sorbonne; J. R. Lovell and Mrs. F. Lohstoeter, Middlebury College.

From the Bulletin of the Pennsylvania state, M. L. A. for October we gleaned the following paragraphs on French Secondary Schools by Professor Emile Malakis of the University of Pennsylvania:

Access to the schools is not easy to the visitor not duly accredited. A recommendation is necessary from either a foreign University or from the American University Union to the Rector of the Academy of Paris, who has his office at the Sorbonne. The Rector's reception is rather formal: a short cordial speech of welcome, and an announcement that the Proviseurs (Principals) of the differ-

ent schools will be notified. Two or three days must elapse before the visitor may present himself to the Proviseur of the school he desires to visit; then, another cordial welcome, an explanation of the school system, and an introduction to the professors in charge of the subject or subjects in which the visitor is interested.

An extensive literature on the subject of the organization of French Secondary Schools exists in America. One change is to be noticed with regard to the articulation of primary and secondary school instruction, and this is of importance to modern language teachers. Previous to January 8, 1917, the modern languages were the only subjects begun in the elementary schools and continued in the secondary schools. The order of January 8, 1917, does away with all modern language teaching in elementary classes, so that the system of secondary education has become completely independent.

German, English, Italian and Russian are the modern languages offered in the secondary schools. English and German are the modern languages most studied, with English in the lead.

Much formal grammar and translation from and into the foreign language were the means employed for instruction everywhere in France until 1902 when the whole subject was revised and the practises of the German reformers were adopted and formulated in the instructions of Nov. 15, 1901. There can be no doubt as to what is to be taught and how it is to be taught, since the instructions are more than explicit as to subject matter and method. Messrs. J. Firmery and E. Hovelaque, general inspectors, for the enlightenment of teachers, explained the direct method in lectures held at the Sorbonne in 1908. These instructions prevail today in spite of adverse criticism, and France should be recognized as the leader of the world in the advocacy of the direct method.

Lack of space will permit only one example of the direct method in action. Lycée Louis le Grand, third year class. Number of pupils, 35. The class is conducted in English. To enliven the class a practical conversation is introduced by the teacher on the subject of "getting up in the morning." A few jokes and proverbs are introduced *à propos*. They are explained, if there is any difficulty, in English first; if there is a misunderstanding, French is introduced. After arousing the interest of the class, reading is taken up. The reader consists of selections in prose and verse; it is not annotated and is prepared to meet the requirements of the program of May 31, 1902. While reading, the teacher asks for the meaning of certain words, and supplements this with grammatical questions. Irregular verbs, such as: *fight, fought; blow, blew; rise, rose*; call for immediate comparison with similar forms, such as: *buy, bought; seek, sought; fly, flew*; etc. After the reading, a short passage from Macbeth was given as an exercise in dictation as well as a passage to memorize for the next session.

The class ended with a brief conversation on the play. I do not know whether this was a model class, but it serves as a good example of method in teaching. Most impressive is the command of the foreign tongue by the teachers. This is due to the rigid professional requirements, as well as foreign residence. The minimum qualifications of a candidate to teach are: (a) a bachelor's degree, (b) two or three years of University or Normal School training, (c) foreign residence. The holder of the *licence*, i.e., one who has met the foregoing requirements, may attain a higher grade by passing a severe competitive examination.

The number of hours devoted to the study of modern foreign languages is also of interest. During the first two years, the time allotted is five hours per week. Third year, four hours. Fourth year, Classical section, three to four hours; others, five hours. Fifth year, Classical section, two hours; others, seven hours. Sixth year, same as fifth year. Seventh year, two to three hours. The instruction is systematic. Conversation and grammar are stressed during the first two years. During third and fourth years, reading plays the principal rôle, but conversation is not neglected. Reading and Conversation constitute the program of the last three years, with emphasis on literature, geography, history, science, criticism and philosophy.

The Romance Section of the Central Division of the M. L. A., which meets at Iowa State University December 28, 29, and 30th will discuss primarily three questions: first, Teacher preparation in connection with training; second, Adoption of a phonetic alphabet for French alone; third, A resolution offered at the last meeting of the Section to the effect that a certain amount of foreign residence and study should be required of all candidates for a Doctor's degree in Romance. It is evident that all three of these questions, while of particular immediate interest to college teachers, are capable of very useful development, and it is hoped that there will be animated discussion.

MICHIGAN NOTES

The Michigan Association of Modern Language Teachers held its annual meeting on October 27th with the president Gordon E. Van Loon of Highland Park High School, presiding. The papers offered were, Direction of Memory Work in the First Two Years of Language Instruction, D. M. Gilbert, Albion College; a Psychological and Pedagogical basis for the Modern Language Course, E. B. de Sauzé, Director of Foreign Languages, Cleveland; The Place of Modern Languages in the High School, A. H. Chamberlin, Secretary of the California Teachers' Council, San Francisco.

The Secretary-Treasurer of the Association is Professor A. G. Canfield of the University of Michigan.

The October issue of the English Journal, *Modern Languages*, has been received. This publication, the successor of *Modern Language Teaching*, now edited by E. A. Craddock, seems to be assuming a more strictly professional character than in the earlier volumes. The present issue has an article by Professor Ferrière, a Swiss school authority, entitled *Les Types psychologiques et l'Enseignement des Langues*, an exposition of the modern language situation in the United States by Gwendoline Davies, evidently an English teacher now a resident in America, news from France, brief reviews of recent text books, and various news items. Miss Davies is impressed by the number of students who are working their way through school, by the fact that about half our high school pupils get only two years' instruction in a foreign language, by what she considers a tendency to crowd pupils beginning a Modern Language, and by the situation as regards German.

Applications for American Field Service Fellowships in French Universities for 1922-23 should reach the secretary, Dr. I. L. Kandel, 522, 5th Ave., New York, early in 1922. These fellowships, twenty-five in number, of the value of \$200.00 plus 10,000 francs, are tenable for one year and are awarded in practically all subjects of University study. Successful candidates are assigned to a French University. To be eligible, a candidate must be a citizen of the United States, between the ages of twenty and thirty, a graduate of a college or professional school of good character, and be able to use French books. Applications should be sent to Dr. Kandel, who will reply at once to requests for further information.

Esther Marhofer, appointed to a fellowship in France from the University of Chicago, to the Ecole Normale at Saint-Germain-en-Laye, reports that the college year is beginning most propitiously there. Her comrade, Marjorie Ellis, who had been designated for a lycée has, because of her excellent knowledge of French, been transferred to the Ecole Normale. This institution is of recent construction, and, besides finding the academic surroundings satisfactory, the American girls have first go at the shower baths from 6:45 to 7:00 every morning.

It seems to be generally true that graduates of American colleges, who enter the French Lycées, find it very hard to adapt themselves to the conditions, because of the youth of the French girls, from whom these institutions are intended. On the other hand, in the Normal Schools, though conditions there are somewhat new and strange, they find a much more satisfactory state of affairs and an entire willingness on the part of the officers to grant them the personal liberty and the freedom from restrictions, without which life in a French institution might prove to be very onerous.

RECENT FRENCH BOOKS

The Comité France-Amérique have appointed a committee to select and report the title of the best book appearing in France in each month in the following fields: the novel, general history and politics, economics, poetry and art, literary criticism, philosophy, jurisprudence, medical science, and foreign travel. The selecting committee has ten members as follows: MM. G. Hantaux, Maurice Barrès, Emile Boutroux, Henry Bordeaux of the French Academy, Alfred Croisset of the Institute, F. Larnaudie, Dean of the Faculty of Law of the University of Paris, Souchon of the Institute, Jos. Bertrand of the *Revue des Deux Mondes*, L. Gillet of the Musée de Chaalis, L. Jaray, Director General of the Comité France-Amérique.

Subscriptions for the books thus selected may be forwarded through the Schoenhof Book Co., 15 Beacon St., Boston, Mass. at \$10.00 for a one year membership, which entitles the subscriber to receive twelve volumes annually. The first four works of fiction selected by the committee were: *Pour moi seule* by André Corthis, *La Résurrection de la chair* by Henry Bordeaux, *L'Ile heureuse* by Avesnes, *L'Amour et le secret* by André Beaunier.

NOTES FROM IOWA

The Modern Language Section of the I. S. T. A. met at Des Moines, Friday, November 4th. Professor Charles E. Young of the State University and Miss Amy Crabbe of Council Bluffs were re-elected as chairman and secretary for the year 1921-22. A committee of five was appointed to consider the question of forming a state association to affiliate with the M. L. T. This committee was empowered to act for the section without waiting for the next meeting. Syllabi for the courses in first and second year French and Spanish in the high schools of the state were then presented and adopted. The remainder of the meeting was spent in the reading and discussion of papers.

Professor R. E. House, formerly of the University of Minnesota, has joined the faculty of the State University of Iowa as professor of Spanish.

Professor Stephen H. Bush has returned from conducting a large party of tourists through the Mediterranean countries, Egypt and Palestine. He has resumed his duties as Head of the Romance Department of the State University.

Enrollment in the department is, as last year, over 1500, but with a different distribution. Spanish has ceased to gain at the expense of French, the number in second year classes is somewhat smaller and the numbers in advanced and graduate classes greatly increased.

Last spring, members of the French and Spanish classes at the State University gave a joint theatrical performance. The French

play was "Le Malade Imaginaire," while the Spanish students put on a dramatic version of *José*, prepared by themselves.

Professor Elizabeth Bedford of Simpson College has returned to her post after a summer spent in study and travel abroad.

There have been a number of changes in the Romance staff at Grinnell College. Students of the department recently put on a successful performance of a French play.

C. E. Y.

ENROLLMENT IN GERMAN IN THE NEW YORK CITY HIGH SCHOOLS

Oct. 4, 1921

High School	First Term	Second Term	Third Term	Total
1. Bryant.....	75	37	.....	112
2. Bushwick.....	53	53	.....	106
3. De Witt Clinton.....	84	42	30	156
4. Erasmus.....	66	.....	.....	66
5. Manual Training.....	111	101	.....	212
6. Morris.....	148	62	.....	210
7. Newtown.....	47	32	.....	79
8. Richmond Hill.....	64	34	.....	98
9. Stuyvesant.....	121	130	.....	251
10. Wadleigh.....	52	70	.....	122
11. Washington Irving.....	82	92	.....	174
Grand Total.....	903	653	30	1586

ENROLLMENT IN FOREIGN LANGUAGES IN GREATER NEW YORK HIGH

SCHOOLS

October 4, 1921

Term	I	II	III	IV	V	VI	VII	VIII	Total
French.....	6065	4310	4410	3017	1699	1297	223	146	21,247
German.....	903	653	30	.....	.....	.....	.....	.....	1586
Greek.....	37	20	26	17	15	5	0	0	120
Italian.....	197	61	64	23	8	14	5	0	372
Latin.....	5232	3783	3245	2125	1323	992	276	182	17,158
Spanish.....	10,176	7068	6305	4056	2039	1431	202	140	31,517